

Classroom Activators

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Ticket to Leave	<p>As a summarizer or review for upcoming test: Students receive a question the night before about something we are doing in class. They have to answer the question the last 5 minutes of the next day's class. Their answer is their ticket to leave. Or I generate a question about a key idea from the daily class discussion. Students need to answer that question and it is their ticket to leave. Extra credit points are given for correct answers.</p>
5-ers and 10-ers	5 or 10 sentence response
Think, Pair, Share	<p>A question or idea or reading is given. Each student responds in a 5-er. Then they pair up with the person across from them to compare ideas. Finally, they share their combined thoughts in whole group discussion.</p>

<p>ABC...</p>	<p>Each student is assigned a letter of the alphabet. They write that letter on a sheet of paper as soon as it is assigned. Once all the letters are assigned, students need to come up with a word, phrase, or sentence about the topic beginning with the letter they have. I use this to generate prior knowledge or as a review.</p>
<p>Talk Walk</p>	<p>Students are given a question for which there is no right answer. They then talk a 10-minute talk walk with their Brain Buddy and discuss as they walk around the building or outside if it is nice.</p> <p>Rules:</p> <ul style="list-style-type: none"> • Student must keep walking; there is no sitting down on the job! I tell students what the research shows about getting oxygen to the brain and learning. Now they why they are walking! • Students must not disturb any teacher or class. They may NOT stop to socialize with any teacher. • They must stay on topic <p>When students return, they are asked to write a 10-er about the ideas they came up with. Finally, after a whole group discussion about the idea, I always asked them if the talk-walk was valuable. They feel</p>

	empowered by contributing to the evaluation of the activity.
Brain Buddies	Fast, easy way to pair partners
That's Me!	A review idea for a unit: Each student gets an answer to a question about a character in a novel we read. If the student has the correct name on his/her card, he/she jumps up and says, "That's Me!" Then the student gives an additional fact about that person.
The Envelope, Please	I use this for an exam review. One question from an upcoming final exam is sealed in an envelope and each student gets one envelope. Each envelope has the student's name on it. The students get their envelope the night before the activity. If they open the envelope they lose the +5 extra credit point on the final. The next day in round table format, each student opens the envelope, reads the questions and provides the answer for a +5 ex credit on the test. Students love the suspense!
QVC	Question Evaluation Connection After a reading assignment, the students need to respond to each of the ideas above.

<p>Word Splash</p>	<p>Before I begin a story/novel I put up words/ideas “splashed” across the blackboard in random fashion related to the topic a few days before we begin the unit. Each day after the word splash is up, students try to predict what is going to happen in the reading. We keep a list of predictions near the word splash to see how accurate they were.</p>
<p>Put It to Song</p>	<p>As a review on a topic, I group the students into groups of 5. They have the topic, for example, the life of Edgar A. Poe. With their group they select a commonly known song— “Twinkle, Twinkle Little Star,” “Row, Row, Row Your Boat,” “Three Blind Mice,” etc.—and put the facts about the topic to song. They then perform for the whole class. This also works well using RAP.</p>
<p>Scavenger Hunt</p>	<p>In lieu of a final assessment, I create a scavenger hunt. I come up with more questions than students in the class. First, each student must go to someone in the class who knows the answer to one of the questions. The answer-person writes the answer and then signs off on the question. A student can use a peer only one time. Once classmates fill all the blocks, the student needs to fill in the remaining answers without help.</p>

Nickel Quiz

I use this for a quick quiz and students love it. They actually beg for this quiz, which I allow 1 per quarter. Take the themes in Twain's writing, for example. Students study for the quiz as they would any other. On the day of the quiz, students get 5 minutes to review their notes. They then take out a ½ sheet of paper clearing their desks of everything except the paper and a pencil. A student volunteer comes up to the front of the class to flip the nickel. Heads the students take the test; tails they don't. If they don't have to take the test, I ask each row to tell me one theme found in Twain's writing. If they have to take the test, we take the test--**List 5 themes found in Twain's writing** (I always stick with 5 items no matter how many possibilities there may be), we grade the test and then another volunteer comes up to flip the nickel another time. Heads it goes in the grade book and counts; tails their points go in as extra credit point. No matter which way the coin goes the students have met my objective of having them know the information I need them to know. My rules:

- Flipped nickel must land on floor and must not hit ceiling
- If anyone gets out of his/her seat during the nickel flipping, the whole class automatically takes the test and it counts.

1,2,3 Shhhh

This is a technique for getting the whole group quiet no matter the situation. The first day of school I explain to the students that I have a technique to quiet the class if I need their attention and I call it "1,2,3 Shhhhh." I explain that when they hear 1,2,3 shhhhhh they are to join in on the shhhhh. I explain that the practice few will feel really stupid, but that this will help us all out in the long run. We then practice 3 times. I compliment them on how well they followed the directions. I then make a point of using this strategy as soon as possible. On rare occasions after that day I may try it and it will not work as well or as quickly as I expect it. Then the class hears me quietly say, "I will try that one more time...1,2,3 shhhhhh!" It works every time including on school busses, field trips, and small groups and groups over 125 students. It takes seconds to get them attending to what I need to say.